

Bacon Garth Primary School

The Garth, Cottingham, East Riding of Yorkshire, HU16 5BP

Inspection dates 29–30 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The quality of teaching is never less than good and much is outstanding. This ensures that all pupils make excellent progress as they move up through the school.
- Pupils' behaviour is outstanding and contributes strongly to their excellent attitudes to learning. Pupils attend very regularly and say that they 'love coming to school.' They are proud of their school.
- A stimulating and very well-planned curriculum provides exciting opportunities that broaden pupils' experiences. Pupils have an excellent understanding of other cultures and the world around them.
- By the time they leave this school pupils are very well prepared for the next stage of their education and have a strong sense of what is required to be a good citizen.
- Teaching assistants provide high quality support for pupils' learning in class and for small groups of pupils outside the classroom.
- Teachers always provide excellent suggestions for pupils to improve their work in English and, as a result, skills in reading and writing have improved.
- Meticulous planning of the school building and creative displays of pupils' work provide a stunning environment for learning.
- The headteacher and school leaders are highly regarded by the parents for the impressive improvements that have been made to the quality of education for their children.
- Governors have high ambitions for the pupils. They work extremely closely with the school to ensure that the needs of all pupils are met.
- Pupils thrive in a caring and supportive environment and say they feel safe. They develop outstanding personal skills.

Information about this inspection

- The inspectors visited 20 lessons and observed eight teachers. Inspectors observed small group sessions led by teaching assistants. Two joint observations were undertaken with the headteacher.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's own view of its performance and improvement plan, safeguarding information, school policies and minutes of governing body meetings.
- The inspectors analysed 15 responses to the on-line parent questionnaire (Parent View). Inspectors spoke to some parents at the start of the school day.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Full report

Information about this school

- This is an average sized primary school containing Nursery and Reception classes.
- The proportion of girls in the school is well-below the national average.
- The proportion of pupils known to be eligible for the pupil premium is average.
- The proportion of pupils from minority ethnic groups is well-below average. Very few are at an early stage in learning English.
- The proportion of pupils supported at school action is average, as is the proportion of pupils supported by school action plus or with a statement of special educational needs.
- The school holds the National Healthy School status and an Inclusion Award.
- A children's centre is based on the school site and is managed by the local authority. This will be inspected separately.
- The headteacher is recognised by the National College for School Leadership as a local leader of education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise standards even further by:
 - improving the quality of marking in mathematics so that it provides clear guidance to pupils on what they need to do to make their work even better
 - providing more opportunities for investigation and exploration in subjects in order to challenge more-able pupils.

Inspection judgements

The achievement of pupils is outstanding

- Most children start school with skills that are below those typically expected for their age. Children do very well in the Early Years Foundation Stage as their highly skilled teachers prepare excellent resources that make them keen and eager to learn. Children make rapid progress in their early years in school.
- Standards in reading, writing and mathematics have improved rapidly in Key Stage 1 and for the last two years they have been above average. In Key Stage 2, all pupils make at least the progress expected of them with many making much better progress than this. Disabled pupils, those with special educational needs, those supported by the pupil premium and those at an early stage of learning English also make strong progress. Pupils are well prepared for their next stage of education as, for the past two years, all Year 6 pupils have reached the nationally expected standards in English and mathematics and many have exceeded those standards.
- Reading is a priority and from their early years in school, pupils enjoy reading and describing the characters in their stories. The systematic approach to the linking of letters and sounds is extremely effective in helping pupils to 'break words down' when they are reading unfamiliar words. As pupils move through the school they develop a love of reading and read widely and often. Pupils say they 'read for fun'. This, along with a very good understanding of what they read, is extending their knowledge beyond that learned in the classroom. Parents contribute to their children's success by listening to them read at home.
- Inspectors looked at work in pupils' books. This revealed that pupils make excellent progress throughout the school. Pupils are exceptionally interested in their work and this inspires them to always do their very best. They always respond to their teachers' comments to improve their work.
- Parents are very pleased with the progress their children make in school and recognise that it is due to the outstanding teaching their children receive.

The quality of teaching is outstanding

- Teachers skilfully manage a highly innovative curriculum that makes pupils curious and excited about the world around them. The ways in which teachers organise their classrooms helps pupils to learn exceptionally well. Life size models of pirates, Australians in the outback and polar bears bring learning to life.
- Teachers' exemplary subject knowledge and their detailed planning for lessons helps all pupils to learn well, whatever their ability. A strong feature of lessons is the excellent contribution made by highly skilled teaching assistants. Individual pupils and groups of pupils make outstanding progress due the teaching assistants' skills and expertise in literacy and numeracy.
- Teachers have high expectations that pupils strive to meet. An analysis of pupils' work showed that Year 6 had a deep understanding of the war poetry of Wilfred Owen. This linked closely to the school's Remembrance Day activities when veterans from the community supported pupils' learning.
- In all lessons, pupils make good or better progress and in many lessons teaching is outstanding. Lessons continue at a swift pace and pupils respond exceptionally well by working hard. They have developed a sense of urgency that leads to large amounts of high quality work produced. Excellent use of computers by teachers helps to generate excitement and involvement from all pupils. In Year 1, all pupils sounded out the words and phrases that moved swiftly across the computer screen and in Year 3 a video clip of a plane landing on ice stimulated high-quality discussion. Very occasionally, teachers provide too much information for the class and this does not allow pupils, particularly the more-able, to investigate and explore in order to find things out for themselves.
- Teachers ask very searching questions to establish how much pupils understand. In mathematics

lessons, teachers asked questions that sought pupils' understanding by asking them to explain how they solved word problems using percentages and the four rules of number. In a science lesson, excellent questioning probed pupils' understanding of how plants and animals are classified. This led to all groups of pupils working extremely well and using high levels of subject vocabulary.

- Marking of pupils' work is thorough and allows teachers to build on pupils' knowledge and understanding. Teachers' exceptional marking of English, across all subjects, enables all pupils to know what is required to improve. Pupils always use the advice given by their teachers to improve their work through correcting or re-writing. Very occasionally, the quality of marking in mathematics is not of the same standard as in English because it does not always provide pupils with clear advice about how they can improve their work.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. All lessons flow without interruption because pupils are keen and eager to learn. They are proud of the new skills they develop and are swift to share new learning with other pupils and with adults. Children in the Early Years Foundation Stage were patient and considerate when waiting to use equipment in a physical education lesson. They enjoyed showing their class how they could travel in different ways across the apparatus and were confident answering questions.
- Pupils are treated with great respect and dignity by all adults in the school. In return, their behaviour is impeccable both inside and outside of lessons. Pupils take full responsibility for their own behaviour and are polite and courteous at all times. They are very confident and much at ease with adults with whom they enthusiastically share their thoughts and their learning. They take great pride in their school, particularly the wonderful art work and displays they have created.
- Pupils rightly say they are safe. On the very rare occasions any misbehaviour occurs they are confident that it is dealt with swiftly. Pupils are clear about what constitutes bullying, including cyber-bullying, and know what to do should it ever occur. Parents speak in glowing terms about the school and say that their children settle quickly and love going to school. Attendance is above average and last year there were no persistent absentees.
- Through a well-planned programme of visits and activities, pupils develop an excellent understanding of other cultures and their beliefs. They have an acute awareness of their rights and the responsibilities associated with those rights. All pupils are keen to welcome adults using sign language which is taught throughout the school. Their study of human rights activists, the lives of people from other countries and their charity work are preparing them to become good citizens.
- Parents and staff are unreservedly positive about both behaviour and safety.

The leadership and management are outstanding

- The headteacher has worked with staff and governors to agree what needs to be done to make the school successful. He has established a team of leaders who are highly competent and manage their areas of the school very effectively. The outstanding headteacher, as a local leader of education, uses his skills to support another school in the local authority.
- Leaders have a very accurate understanding of how well the school is doing. They have clear plans to improve further what are already good practices. As a result, training for staff is linked very closely to the school's needs as well as supporting individual development.
- There are well-developed systems for checking the progress of individual pupils and this contributes strongly to equal opportunities for all pupils. A number of well-planned actions are in place to support those pupils who are eligible for the pupil premium or have special educational needs. These actions ensure that those groups of pupils achieve extremely well.
- The school has excellent policies and systems to promote high levels of literacy. The deputy

headteacher provides outstanding guidance to teachers so that literacy is taught exceptionally well in all subjects. Innovative use of books such as *Around the World in Eighty Days* led to the building of steam engines, a study of the history of India and extensive writing opportunities.

- The curriculum is exciting and provides rich opportunities that make pupils exceptionally interested in their learning. Visiting artists have worked with pupils to contribute to the fabulous art work that is seen around the school. The study of many countries around the world and many opportunities in drama and music make a strong contribution to pupils' spiritual, moral, social and cultural education.
- Parents say that communication is excellent. All those who completed Parent View or spoke to inspectors said that they would recommend this school to another parent.
- The local authority provides light touch support for this outstanding school.

■ **The governance of the school:**

- Governors know the school exceptionally well. They visit the school regularly to extend their knowledge of what good teaching and learning looks like. Some volunteer to work with pupils in class. Governors have established international links and Year 4 pupils now communicate with pupils from Malaysia. They are acutely aware of how they can support the school further and have an excellent governor training plan that identifies their training needs. The local authority has promoted this excellent practice with other schools. Members of the governing body make a significant contribution to the regular checks on the school's progress and its plans for future development. Governors have a very detailed knowledge of the school's performance data and how it compares with other schools. They are well-aware of the progress of individual groups of pupils in all classes and use the data to support their planning. They have an impressive understanding of their statutory duties and are confident that the needs of all pupils are well met. Governors have robust systems to effectively review the performance of staff, including the headteacher, and determine their levels of pay. They have regular financial reports and make checks on the school's budget exceptionally well. The additional pupil premium funding is used well. Governors have strong systems to check on the benefits the additional money brings for the eligible pupils. Governors are exceptionally well led by the Chair of the Governing Body. They ensure that the school's arrangements for safeguarding meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117875
Local authority	East Riding of Yorkshire
Inspection number	403337

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Mr Tony Briggs
Headteacher	Mr Dave Clark
Date of previous school inspection	25 June 2008
Telephone number	01482 849521
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